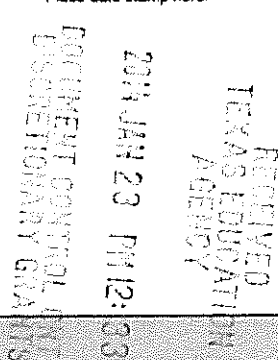


**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rder 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here
Submittal Information:	<p>Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</p>	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant information

Organization name: Grand Prairie ISD Mailing address line 2 2602 Beltline Rd County- District # 057910	Vendor ID #175-6001697 City: Grand Prairie ESC Region # 10	Mailing address line 1: Grand Prairie ISD State: TX US Congressional District # 30 DUNS # 07-933-2763
Campus number and name: 057910051, 057910054, 057910132, 057910109, 57910120		ZIP Code: 75052

Primary Contact

First name: Pat Telephone # 972-237-5532	M.I. Last name: Lewis Email address: patricia.lewis@gplisd.org	Title: Chief School Imprvmt. Officer FAX # (972) 237- 5540
---	---	---

Secondary Contact

First name Carolyn Telephone 972-237-5500	M.I. Last name: Foster Email address: Carolyn.foster@gplisd.org	Title: CFO FAX # (972) 237-5432
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Part 2: Certification and incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name: Susan Telephone # 972-237-5300 Signature (blue ink preferred)	M.I. Last name: Simpson Hull Email address: susan.simpson@gplisd.org	Title: Superintendent FAX # (972)237-5440 Date signed 1/22/14
---	---	---

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and Issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Grand Prairie Independent School District (GPISD) is submitting an application to the Educator Excellence Innovation Program to increase the number of highly effective teachers instructing our students and correspondingly, improve student learning, achievement, graduation rates, and entrance into postsecondary education. GPISD serves 26,516 students. All campuses are Title I. 72.6% of the student population are classified as economically disadvantaged. 2013 Public Education Information Management System (PEIMS) data shows less than 74% of GPISD learners met state standard on all tests of the STAAR assessment, 86.1% of students graduated with their cohort from high school, and 19% met standards on a Texas Success Initiative (TSI) exam to qualify for college entrance. Research indicates teacher effectiveness has more impact on student learning than any other factor including class size, school size, and the quality of intervention programs. Grand Prairie's Educator Excellence Innovation Program aims to extend a successful Teacher Advancement Program currently being implemented in four district campuses using the following goals to positively impact needs indicated by data: (1) Improve the recruiting and hiring process including designating Master Teachers, Mentors, and Master Teachers to increase the number of effective educators in the district; (2) Provide opportunities for teams to meet collaboratively during cluster common planning to improve teacher and student learning; (3) Restructure the educator evaluation system to include multiple observations and measures of student and educator growth to improve the effectiveness and efficiency of district administrators; and (4) Reform educator compensation plans to attract and retain effective educators and encourage them to set and meet personal career goals. **Budget:** Each spring, the Grand Prairie ISD District Educational Improvement Committee (DEIC) consisting of school board members, educators, staff, parents, students, and community representatives meets to review data and set goals for the following year. Under the direction of the Superintendent, the team drafts a District Improvement Plan (DIP) including goals, objectives, strategies, personnel and resources required to implement positive change. The team targeted teacher effectiveness as a priority for school improvement during 2013-14. The TAP Leadership Team met in December and January to examine the EEIP grant application. The team found the practices of the existing TAP schools and goals outlined in the grant program support the goals of the District Improvement Plan (DIP). Using the district plan as a framework, the team developed goals, objectives, and strategies for each of the practices outlined in the grant guidelines. The EEIP budget was developed based on the personnel, assessment, professional development, and instructional materials costs required to implement the plan. **Demographics:** Demographic and achievement data was reviewed by the TAP Leadership Team to identify needs and to develop each of the goals of the grant program. (1) GPISD is a large urban district in the DFW metroplex. Because of the number of schools in the region and shortage of highly qualified educators, recruiting effective educators to teach in the district is difficult; (2) GPISD serves a diverse population of predominantly Hispanic (63%), African American (17%), and White (14%) learners. Within these populations of learners, only 72% of Hispanic students and 73% of African American students met standards on all STAAR tests. While 82% of White learners passed all assessments. There is an achievement gap between the scores of these student populations and a need to improve instruction for diverse populations; (3) Over 90% of teachers in GPISD rate Proficient or higher in the current evaluation system and "pass" the performance assessment. However, only 74% of all GPISD students "pass" the state performance assessment. There is a need to correlate evaluations with student performance; (4) GPISD employs 2,000 teachers. 44.9% of the teachers employed by GPISD have less than 5 years experience and there is an annual turnover rate of 13.5% for all teachers. There is a need to improve recruitment and retention of effective educators. EEIP goals and objectives have been planned to address these issues that impede school improvement. **Needs Assessment:** The District Educational Improvement Committee uses the site based decision making guidelines provided by the TEA to conduct a comprehensive needs assessment annually. Based on the results of the comprehensive needs assessment, our district has placed teacher effectiveness as a priority for school improvement. As a result, the TAP Leadership Team has examined strengths and weaknesses and evidence-based strategies for reforming and reorganizing practices and policies to ensure that every student is taught by an effective teacher. The team used the District Improvement Plan (DIP) to develop the goals, strategies, and resources needed to promote change through the EEIP. **Management Plan:** The Project Director will be the Chief School Improvement Officer. This position is responsible for overseeing the TAP Leadership Team in planning, implementation, and evaluation of the program. The Project Director will work with the GPISD Deputy Superintendent for Finance to coordinate resources and maximize outcomes; oversee grant purchases; and ensure funds are expended approved in the application. The grant staff member will make certain all proposed activities are planned, implemented, and completed as approved in the application. The Project Director will also ensure all reports and evaluations are conducted and submitted by the

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

deadline and as requested. The district educator with experience in grant management will work with the campus principals to plan and conduct grant events including recruiting, data analysis, evaluations, professional development (cluster meetings), and incentive award activities. The Project Director will work with the TAP Leadership Team and to design the evaluation and compensation charts that will be used as the basis of educator excellence awards. **Program Evaluation:** An External Evaluator will be contracted to oversee the evaluation of the project which will include qualitative data (teacher growth and performance in pedagogical skills) and quantitative data (student growth and performance data in meeting state standards). The TAP Leadership Team will meet every nine weeks to analyze formative data. The team will meet annually with principals of all TAP schools to analyze summative data and revise grant plans accordingly. The summative analysis will include examining grant program data from all subjects, grade levels, and special programs, as well as, staffing, staff development, school organization and budgeting to determine effectiveness of the program. **Statutory Requirements:** The Educator Excellence Innovation Program (EEIP) will change the induction system to include increased professional development training for new teachers as well as mentor and Master Teaching support; (2) Qualitative observations by administrators, peers, and the educator will be used to appraise pedagogical growth and performance. These observations will be conducted at least twice each semester; (3) The EEIP grant will reform the formal evaluation system used in GPISD TAP campuses to include qualitative teacher pedagogical growth and performance data and quantitative student growth and performance data as assessed by administrators, peers, and the educator; (4) In order to maximize the impact and effectiveness of the EEIP, accommodations will be made in district professional development offerings, campus schedules, campus staff and job descriptions, compensation and salary schedules, and the evaluation process; (5) Professional development opportunities will be provided within the school week through EEIP. Attendance and use of strategies in the classroom will be tied to observation rubrics and performance ratings; (6) Under the Educator Excellence Innovation Program, teacher and student learning will play a role in determining teacher evaluations and pay; (7) The Educator Excellence Innovation Program (EEIP) will enable our district to review and revise recruitment, hiring, and retention practices to include early hiring notification for retirees, improved application forms, and signing bonus for successful applicants to increase the number of qualified educators in our district; (8) The EEIP will allow teachers to pursue a variety of positions throughout their careers depending upon their interests, abilities, and accomplishments including Career Teacher, Teacher Leader and Coordinator positions. **TEA Requirements:** (1) EEIP relies on innovative compensation for high quality collaboration and performance. Due to recent budget cuts, the district could not implement the practices without grant funds; (2) The TAP Leadership Team has developed a single, integrated timeline of goals, objectives, milestones, action steps, personnel, and resources to fulfill the EEIP plan; (3) The faculty and staff of each campus were represented in TAP Leadership Team planning meetings and approved the completed EEIP plan; (4) Three elementary schools: Lee (grades K-5), Milam grades PK-6), and Dickinson (grades K-5), and two middle schools: Fannin Middle School (grades 6-8) and HOPE Academy (grades 6-8) will participate in the EEIP grant. **Commitment and Sustainability:** GPISD is committed to the goals of this grant program. During 2011-2013, three schools in our district have implemented the TAP program. The successful model of recruitment, evaluation, development, placement, and retention and set school improvement goals are now part of our District Improvement Plan. The EEIP provides a method for realizing these goals in five additional campuses. Grant activities will establish processes that will be continued after the EEIP including: (a) Recruiting and Hiring - Revised recruiting, interviewing, and hiring policies will become policy of the GPISD Human Resources department; (b) Collaborative Teams: Revisions in campus schedules will allow professional learning communities to become part of the campus environment; (c) Evaluation process: Evaluator training, compensation charts, and evaluation matrices created to create multiple evaluations will be approved as the GPISD evaluation plan; and (d) Career paths - The structure established to encourage educators to improve skills, credentials, and employment position within the district will be integrated into Human Resources employment practices.

The EEIP project will provide a process for our leaders to link student and teacher data, and to inform sensitive decisions on compensation, placement, and career progression. GPISD will use all available funds to sustain the program. We are dedicated to extending the comprehensive school reform model to provide teachers with powerful opportunities for career advancement, ongoing professional development, a fair evaluation system, and performance based compensation.

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary							
County-district number or vendor ID: 057910				Amendment # (for amendments only):			
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature							
Project period: April 1, 2014, through August 31, 2016							
Fund code: 429							
Part 1: Budget Summary							
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)		Year 2 (9/1/14 – 8/31/16)		Total Budgeted Costs
			Direct Program Costs	Direct Admin Costs	Direct Program Costs	Direct Admin Costs	
Schedule #7	Payroll Costs (6100)	6100	\$941,640	\$	\$941,640	\$	\$941,640
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$15,000	\$	\$15,000	\$15,000
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$8,000	\$0	\$8,000	\$8,000
Schedule #10	Other Operating Costs (6400)	6400	\$32,000	\$	\$32,000	\$	\$32,000
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	\$	\$
Total direct costs:			\$973,640	\$23,000	\$973,640	\$23,000	\$996,640
Percentage% indirect costs (see note):			N/A	\$	N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$973,640	\$23,000	\$973,640	\$23,000	\$996,640
Administrative Cost Calculation							
Enter the total grant amount requested:			Year 1		Year 2		
			\$996,640		\$996,640		
Percentage limit on administrative costs established for the program (10%):			x .10		x .10		
Multiply and round down to the nearest whole dollar. Enter the result.			\$99,664		\$99,664		
This is the maximum amount allowable for administrative costs, including indirect costs:							

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Texas Education Agency
Standard Application System (SAS)**

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 057910			Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional				
1 Teacher			\$	\$
2 Educational aide			\$	\$
3 Tutor			\$	\$
Program Management and Administration				
4 Project director			\$	\$
5 Project coordinator			\$	\$
6 Teacher facilitator-			\$	\$
7 Teacher supervisor-			\$	\$
8 Secretary/administrative assistant			\$	\$
9 Data entry clerk			\$	\$
10 Grant accountant/bookkeeper			\$	\$
11 Evaluator/evaluation specialist			\$	\$
Auxiliary				
12 Counselor			\$	\$
13 Social worker			\$	\$
14 Community liaison/parent coordinator			\$	\$
Other Employee Positions				
15 Master Teachers	9		\$460,000	\$460,000
16 Title			\$	\$
17 Title			\$	\$
18 Subtotal employee costs:			\$460,000	\$460,000
Substitute, Extra-Duty Pay, Benefits Costs				
19 6112	Substitute pay		\$	\$
20 6119	Professional staff: stipends(master/mentor teachers); signing bonus/early retirement notification; teacher compensation plan		\$338,000	\$338,000
21 6121	Support staff extra-duty pay		\$	\$
22 6140	Employee benefits		\$ 143,640	\$ 143,640
23 61XX	Tuition remission (IHEs only)		\$	\$
24 Subtotal substitute, extra-duty, benefits costs			\$481,640	\$481,640
25 Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$941,640	\$941,640

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check if Subgrant	Year 1	Year 2
1		<input type="checkbox"/>	\$	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$

\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

1	Specify topic/purpose/service: External Evaluator		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Design data collection, data analysis, evaluation for EEIP, facilitate 4 meetings/yr			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$15,000	\$15,000
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$15,000	\$15,000

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$

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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 057910		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$15,000	\$15,000
Grand total		\$15,000	\$15,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

Expense Item Description

6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1				\$	\$	\$
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized TAP's evaluation data management system					\$8,000	\$8,000
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
	Remaining 6300—Supplies and materials that do not require specific approval: materials to implement training					\$	\$
Grand total:						\$8,000	\$8,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 057910		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval: Conference travel for Teacher Career Pathways		\$32,000	\$32,000
Grand total:		\$32,000	\$32,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

1076

Category	Number	Percentage	Category	Percentage
African American	300	10.4%	Attendance rate	95.5%
Hispanic	2273	79.1%	Annual dropout rate (Gr 9-12)	6.2%
White	256	8.9%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	74%
Asian	44	1.5%	TAKS commended 2011 performance, all tests (sum of all grades tested)	6%
Economically disadvantaged	2514	87.5%	Students taking the ACT and/or SAT	46.6%
Limited English proficient (LEP)	1314	45.7%	Average SAT score (number value, not a percentage)	945
Disciplinary placements	74	2.6%	Average ACT score (number value, not a percentage)	19.5

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	36	19.3%	No degree	0	0
Hispanic	48	25.7%	Bachelor's degree	164	87.7%
White	98	50.8%	Master's degree	23	12.3%
Asian	5	2.7%	Doctorate	0	0
1-5 years exp.	122	65.2%	Avg. salary, 1-5 years exp.	49,460	NA
6-10 years exp.	25	13.4%	Avg. salary, 6-10 years exp.	50,943	NA
11-20 years exp.	26	13.9%	Avg. salary, 11-20 years exp.	54,022	NA
Over 20 years exp.	12	6.4%	Avg. salary, over 20 years exp.	58,591	NA

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	42	287	329	333	323	306	363	252	288	350					2873
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	42	287	329	333	323	306	363	252	288	350					2873

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	4	21	21	21	21	20	20	18	20	22					187
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	4	21	21	21	21	20	20	17	20	22					187

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Schedule #13—Needs Assessment

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Grand Prairie ISD Board of Trustees sets goals for student learning at the beginning of each school year. To determine progress toward meeting these goals, the GPISD Superintendent leads the District Improvement Team (DIT) and Campus Improvement Teams (CITs) in conducting a comprehensive needs assessment at the conclusion of the school year. The Texas Center for District & School Support and Region 10 have worked with Grand Prairie ISD over the past three years to provide technical assistance in conducting the annual comprehensive needs assessment.

Step 1: Establish trends in data that The Texas Education Agency resources including Public Education Information Management System data, TEA Accountability System District Snapshot, TEA Academic Performance Report, State Accountability Data Tables, and Federal Accountability Data Tables are used in the needs assessment. Data is also gathered from: benchmark and curriculum assessments, STAAR and EOC reports, progress reports, report cards, attendance at the student and grade level, tardy reports, educator observations, parent attendance at school events, parent complaints, surveys, current staff development evaluations, and other appropriate information sources. Using the information from these sources the DIT and CIT identify trends in the data to:

- Define problems at the district and campus levels;
- Establish the cause of the problem;
- Prioritize needs based on the analysis of the cause of the problem.

Step 2: Establishing Priorities Aligned to Board Goals - The goals of the Grand Prairie ISD Board of Trustees establish the desired outcomes for students in GPISD. The problems identified and the root cause of each problem is compared to the desired outcomes to determine priorities for school improvement. These targeted needs become the basis of the District and Campus Improvement Plans.

Step 3: Setting Annual Goals - Goals to meet each targeted need are set. These annual goals reflect the progress the campus and district hope to make in one year towards closing the gap and increasing performance for each identified need. The goals are then prioritized based and used as the framework of the District and Campus Improvement Plans.

Step 4: Dissecting Annual Goals to Determine Strategies and Interventions - With the guidance of TCDSS and Region 10, the teams consider the most effective strategies to address identified needs and make progress toward goals. Approaches to be considered are based on how children learn, successful interventions, district philosophies and successes concerning staff development, as well as, scheduling and budget components. Objectives, strategies, personnel, and materials are outlined for each goal. In addition, a timeline of short term goals is developed to enable monitoring of implementation and corrective feedback. In this way, the improvement plans become the road map for addressing areas of low performance and addressing identified needs.

Step 5: Evaluating and Making Adjustments to the Plan - An important part of an effective improvement plan is the allowance for flexibility and adjustments to the plan as data reveals the need to make corrections. The school improvement plans serve as a basis for faculty and school leadership to change school and classroom practices. The District Education Improvement Committee and Campus Education Improvement Committees meet four times each year to monitor and adjust school improvement goals and activities in the following ways: use the baseline data to determine growth in areas of need and areas that are strengths; monitor changes in data to make decisions about timelines for each goal; and incorporate data-based needs into 90 day action plans and annual campus improvement plan.

The Educator Excellence Innovation Program (EEIP) grant plan was developed based on the district and campus needs and improvement plans. Through this process, our district plans for and monitors success. The TAP Leadership Team will planning, implementation, and evaluation of the EEIP under leadership of the district team.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	In the schools targeted for the grant program, 187 teachers serve 1873 students. Of these educators, 65.2% have less than 5 years teaching experience. In GPISD and there is a turnover rate of approximately 13.5% of teachers each year. There is a need to hire experienced teachers to meet the needs of a diverse student population and to retain effective teachers.	The grant program will improve hiring & retention strategies: (1) Implement early hiring practices by providing a stipend to notify retirement enabling early recruitment of most qualified applicants; (2) Improve induction system by providing 2 summer training days to establish classroom practices that improve teacher & student performance; (3) Provide educator support by designating & training Master Teachers and Mentors; (4) Strategic compensation will be provided to support the recruitment and induction strategies.
2.	Demographic data indicates 79% Hispanic, 10% African American, and 9% White students will be served by the EEIP. In 2013, 72% of the Hispanic student population and 73% of the African American student population met standards on all STAAR tests compared to 82% of White students. Lowest scores were realized in Writing, Math, and Social Studies respectively. There is a need to provide differentiated instruction to meet the needs of the diverse student population.	The grant program will increase pedagogical skills of educators and improve achievement of diverse learners: (1) Educators will attend weekly cluster meetings (job embedded PD) to provide cooperative, hands-on learning environment; (2) campus leadership team meetings will be held to disaggregate data, set nine week cluster goals, and plan for district improvement; (3) Cluster Common Planning Meetings will meet weekly to share ideas and plan lessons; and (4) Strategic compensation for educators to support campus collaboration will be provided.
3.	The formal evaluation process for educators in GPISD is conducted using the PDAS. Campus administrators conduct appraisals. The majority of educators receive proficient scores on the PDAS; however, only 74% of students pass STAAR assessments resulting in a longitudinal dropout rate of 6.2% and a longitudinal graduation rate of 86.1 %. Educator deficiencies are not detected in current educator evaluations. There is a need to revise the process.	The grant program will revise the formal evaluation process to insure educator competencies & needs are identified and addressed: (1) Revise evaluation process and schedules to include administrator, peer, and self evaluations; (2) Evaluators will be trained to fully implement each domain of the PDAS evaluation system and TAP observations; (3) Train Administrators, Master Teachers, and Mentors to conduct TAP observations; and (4) Design the EEIP evaluation to reflect administrator, peer, and self evaluation scores calculated on percentage system.
4.	GPISD is a large urban district. The salary scale of the district is comparable to the scale of other districts in the DFW metroplex. However, because of the diversity of students served and the number of teaching positions available in our region, it is difficult to employ highly effective educators in GPISD. There is a need to create a compensation plan to be competitive in attracting, training, and retaining quality educators.	The grant program will revise the GPISD Salary Schedule to include additional and performance compensation. The grant will provide: (1) Performance Compensation to educators who improve student performance to meet state standards; and (2) Additional Compensation to educators who teach in a field that has few qualified applicants; and Through the project, educators will collaborate and be rewarded for pedagogical improvement and student achievement. GPISD Human Resources policies and processes will be revised to enable implementation.
5.	The proposed EEIP will serve 2873 students on five campuses. The grant program requires revisions to policies and procedures of the district through a team of educators, as well as, evaluation of program effectiveness. There is a need to contract with a specialist to design and facilitate program evaluation.	The grant program will contract with an External Evaluator. The External Evaluator will provide an evaluation plan to collect and analyze data in each component of the program, continuous monitoring of the effectiveness of the EEIP, and facilitation of data based decisions at TAP Leadership meetings.

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Schedule #14—Management Plan

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Full time certified administrator with excellent team building skills, state law and school policy, and grant management; Responsible for oversight of planning, implementing, and evaluating EEIP, revision of Human Resources processes, and Salary Schedule and Evaluation policy. (.10 FTE grant)
2.	Mentor	Certified educator with at least 3 years teaching experience in the content area of the Novice teacher, success in working with peers and diverse student populations, strong communication skills; Responsible for mentoring, data disaggregation, co-teaching, and peer evaluations.
3.	Master Teacher	Certified educator with at least 3 years teaching experience in the content area assigned, success in working with diverse learners, strong communication skills; Responsible for PD, data analysis, coaching and co-teaching activities, and peer evaluations.
4.	ESC Consultant Evaluation System	Education Service Center, Region 10 consultant. Contracted to provide training in development of evaluation system with multiple evaluations and multiple evaluators that uses the TEA Accountability System to measure and monitor student and teacher performance.
5.	External Evaluator	Experienced professional evaluator with experience in using quantitative and qualitative methodologies to conduct formative and summative evaluations based on growth models, knowledge of educator award programs, and ability to facilitate data analysis meetings.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve educator quality through improved hiring strategies.	1. Revised HR policy - early hiring and signing bonus	04/01/2014	05/31/2014
		2. Improved screening and interview practices	04/01/2014	04/26/2014
		3. 2 day summer induction program training	06/03/2014	04/28/2014
		4. Signing bonus in math, science, ESL, Special Educ	04/01/2014	06/30/2016
		5. Increase number of effective teachers in classroom	04/01/2014	08/31/2016
2.	Improve achievement of Hispanic learners through the implementation of best practices	1. Educators Collaboratively set goals using data	08/18/2014	06/03/2016
		2. Educators Collaboratively plan lessons	09/01/2014	06/03/2016
		3. On-going job embedded professional development	09/01/2014	07/01/2016
		4. Improved teacher pedagogical skills	09/01/2014	07/01/2016
		5. Improved student and teacher performance	09/01/2014	07/01/2016
3.	Revise formal educator evaluation process to improve educator effectiveness	1. Trained PDAS evaluators	04/01/2014	08/31/2014
		2. Peer evaluators trained in TAP observation	04/01/2014	08/31/2014
		3. Pre and post observation meetings	09/01/2014	07/01/2016
		4. Peer and self evaluations in final evaluation score	09/01/2014	07/01/2016
		5. Evaluations reflect student and teacher growth	09/01/2014	07/01/2016
4.	Revise the Salary Schedule to include strategic compensation for effective educators	1. Salary Schedule includes excellence awards	04/01/2014	06/03/2014
		2. Locally developed Collaborative Compensation chart	04/01/2014	06/03/2014
		3. Locally developed Performance Compensation chart	04/01/2014	06/03/2014
		4. Locally developed Additional Compensation chart	04/01/2014	06/03/2014
		5. Educators move forward on career pathway	09/01/2014	07/01/2016
5.	Provide continuous monitoring/evaluation of grant program to insure effectiveness	1. External Evaluator	05/01/2014	08/31/2016
		2. 3 formative and 1 summative program data mtg/year	09/01/2014	08/31/2016
		3. Milestones and timelines revised from feedback	05/01/2014	08/31/2016
		4. Progress presented to Board of Trustees annually	05/15/2014	08/31/2016
		5. Reports submitted to TEA as required	04/01/2014	08/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

GPISD plans, implements, and evaluates school improvement initiatives through the District Education Improvement Committee using the site based decision making process. The GPISD Board of Trustees sets goals annually for the upcoming school year based on the comprehensive needs assessment which identifies performance gaps and assesses campus needs using performance data from TEA Academic Performance Reports. A team of stakeholders, the District Education Improvement Committee (DEIC) is responsible for putting the board goals into action. The DEIC consists of parents, educators, administrators, community members and educational partners.

As required by TEA, the committee uses the Site Based Decision Making (SBDM) process to develop school improvement initiatives. Site-based decision making is a process for decentralizing decisions to improve the educational outcomes in the district through the collaborative efforts of participants. In this way, stakeholders will not just be informed of the plan, but will be part of each phase of planning, implementation, and evaluation. The DEIC first studies state and federal academic standards and accountability requirements, and evidence based strategies for improvement. The leaders then create a District Improvement Plan (DIP) that outlines objectives, action steps, personnel, and materials for achieving the board specified goals. The Superintendent and Board of Trustees approve the DIP and all initiatives recommended by the District Education Improvement Committee.

The District Education Improvement Committee meets four times each year. During meetings, the Superintendent presents progress reports including data and feedback. With the guidance of district leadership, the DEIC uses the information to adjust strategies, personnel, and resources to meet goals. Reports of progress toward meeting goals including adjustments and changes to the plan are presented to the Board of Trustees at monthly meetings. The meeting agenda and minutes are posted after each meeting on the GPISD website. In this way, school improvement goals, changes, and progress are reported to the board, as well as, the community and the school.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In Grand Prairie Independent School District (GPISD) we are dedicated to partnering with parents and the community to provide innovative instructional programs for students to inspire a passion for lifelong learning, to develop responsibility and character, and to achieve academic excellence and college readiness. Our district is in the process of implementing a Teacher Advancement Program (TAP) in the district. Using TIF grant funds, the district has developed a comprehensive, research-based and nationally proven school reform model that seeks to improve teacher instruction and student achievement. GPISD uses the model as an effective way to attract, develop, motivate and retain talented people to the teaching profession. The schools operate based on four interrelated elements: multiple career paths, ongoing applied professional development, instructionally focused accountability and performance-based compensation. The proposed plan focuses on implementing the project in three additional elementary schools and two middle schools to offer career opportunities that improve student and teacher learning. GPISD's commitment to the goals of the Educator Excellence Innovation Program is evident in the program that is currently being implemented. Lessons learned during the implementation of the current TAP project will definitely guide development of a successful EEIP.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Educator years experience, turnover rate, degree attained – TEA District Snapshot	1.	Increase in % Teachers With 5 or Fewer Years of Experience
		2.	Decrease In Teacher Turnover Rate
		3.	Increase In % of teachers with content area credential or degree.
2.	change in student performance data, TEA Academic Performance Reports	1.	Increase in % students met standard Achievement, Index 1 over prior year
		2.	Increase in student performance on Index 2 Student Progress over prior yr
		3.	Increase scores of targeted pops over prior year Index 3 Closing the Gaps
3.	change in educator effectiveness, PDAS, TAP, and self evaluation calculations	1.	% increase in rating on PDAS domains, TAP performance standards
		2.	Avg. numeric increase/decrease of % "proficient" over prior year
		3.	% teachers offered contract and % admin. offered contract from prior year
4.	change in educator salary, PEIMS data	1.	Average Teacher Salary % of Increase from prior year
		2.	Average Professional Support Staff Salary – % of increase from prior year
		3.	Average Administrative Salary – % of increase from prior year
5.	Educator career level compared to prior year, EEIP Career Pathways Report	1.	Increase in # of teachers at Career Teacher, Advanced, and Master level
		2.	# and % of teachers receiving supplement as result EEIP
		3.	# and % of non-teachers receiving supplement as a result of EEIP

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Chief School Improvement Officer, serving as the Grant Director, will oversee the data collection and problem correction tasks of the grant.

Program-level data: The Grant Director will monitor project activities throughout the project period to determine the extent to which the activities of the project were implemented as planned. The grant administrator will create an EEIP calendar depicting District Education Improvement Committee (DEIC) meetings, TAP Leadership Meetings, professional development training, workshops, educator evaluation windows, and educator award activities. The director will insure documents including the Human Resources Recruitment and Hiring policies, the Formal Evaluation Plan, the EEIP Career Pathway Report, and EEIP Salary Supplement Plan are documented and placed on the agenda of Board of Trustees meetings for approval. An EEIP sign-in sheet will be provided at each meeting or event. The TAP Leadership Committee will meet as needed during the first months of the grant program to plan the program including developing a grant framework that includes goals and objectives correlated to a timeline of activities and events. Each quarter, the DEIC team will determine progress toward implementation of activities using the framework based on reports from the TAP Leadership Team. The timeline and activities will be revised each quarter as necessary based on feedback. This will allow problems to be identified and addressed in a timely manner.

Student-level academic data: The Project Director will work with the External Evaluator to create an evaluation checklist depicting student performance results to determine the impact of the project activities on the participants. The evaluation table will include the program objective, evaluation method and tools, the indicator of success, and data collection dates. Mentors and Master Teachers will work with educators to analyze formative data at Cluster common planning meetings. Benchmark data will be collected analyzed at the end of the fall semester using Edugence and also SAS EVAAS to calculate value-added data for compensation purposes. The TAP Leadership team will graph student benchmark scores by grade level and campus achievement for each content area and for targeted student populations including Hispanic, Special Education, and economically disadvantaged groups using the Edugence software product. They will use SAS EVAAS to determine compensation based on the student growth and performance measures. Decisions will be made to revise grant milestones and strategies based on the data. This will allow student achievement concerns to be identified and addressed in a timely manner.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or Master Teaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teacher Advancement Program (TAP) Induction Program Revisions: The Educator Excellence Innovation Program (EEIP) will change the recruitment, hiring, and induction policies of the district to improve the number of effective educators working in the district, and to increase the chance that they will continue employment in the district in future years.

New teachers to Grand Prairie ISD attend professional development before the contractual employment period. The training days held before school begins are used to introduce new employees to the mission and educational philosophy of the district, as well as, employment benefits and policies of the school district. The EEIP program will enable GPISD to add two days of professional development to the "new teacher" training. The professional development will be based on the development of cooperative learning strategies that use grouping, hands-on instruction, and hierarchical skill sets to positively impact student learning. In addition, teachers in TAP campuses (current and new schools awarded through the grant project) will attend 8 additional TAP training days during the year. The workshops will be conducted by the TAP Leadership Team to introduce teachers to the grant program and to overview components of the program, share ideas, and collaboratively plan for success.

TAP Mentors and Master Teachers: The EEIP will enable the district to designate Mentors and hire Master Teachers to provide support and guidance for Career Teachers during their employment in the district. These teachers will be instrumental in working with teachers during their first five years of employment which is the point in time when most new teachers leave the profession.

Master and Mentor Teacher Selection: Master and mentor teachers will be selected through a performance-based selection process that includes intensive interviews and may include conducting model lessons. TAP schools will form a hiring committee consisting of relevant school and district personnel in order to assist in the hiring process for both master and mentor teachers. Mentor and Master Teachers will be employed based on TEA guidelines. Both master and mentor teachers are expected to have a record of increasing student achievement; excellent communication skills; an understanding of how to facilitate growth in adults; and instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains. Additionally, master teachers are required to have a master's degree in relevant academic discipline; at least five years of successful teaching as measured by performance evaluations (two years for mentor teachers); and demonstrated expertise in content, curriculum development, student learning and data analysis.

Master and Mentor Teacher Training: As members of the TAP Leadership team master and mentor teachers are required to attend an extensive CORE training during the summer before initial TAP implementation. This initial CORE training includes an overview of the TAP system, an in depth training on the evaluation process, leadership team, cluster group meetings, and field testing. Each leadership team member, including master and mentor teachers, must attend these initial CORE trainings and then successfully complete a certification test prior to becoming a certified TAP evaluator.

Assignment and Meeting Schedule: The Master and Mentor Teachers will meet with all educators each week at Cluster common planning time to examine student performance data, to plan lessons using best practices (curriculum/instruction) and to schedule educator support (professional development and coaching activities). During the common planning meetings, the coaches will provide training to teachers in the administration of formative observations, checklists of skills, and unit assessments to monitor progress and summative assessments such as semester benchmarks, and annual STAAR assessments to evaluate achievement. Master and Mentor teachers will lead teachers to use data to inform curriculum and instruction decisions, to identify materials and resources that support relevant and rigorous lessons, and to establish parent participation initiatives that support targeted instructional strategies. Also during EEIP meetings, content specific training based on the scope and sequence framework will be conducted to develop teacher content knowledge. Teachers will share ideas and plan together using differentiated learning models and collaborative classroom management strategies learned during training. The Master and Mentor teachers will work

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with the teachers to meet campus expectations including following schedules and policies and implementing positive discipline routines. The coach will model lessons and demonstrate strategies learned in training when needed.

Average number of hours of collaboration: Teachers will attend EEIP meetings each week for 45 minutes. The team meetings will be held by grade level in grades PK-2 and by content area in grades 3-12. Because of the size of the campuses and district and responsibilities of the teachers in teaching a variety of courses, Cluster Meetings, will be held after school on most campuses to enable teachers to share ideas and strategies. In addition, TAP teachers will attend training, conferences, and workshops as grade level and content area teams. The average number of days a teacher will spend per year in these professional development opportunities will average 8 days per teacher.

Peer observations: Teachers will attend In-service to become familiar with the Teacher Advancement Program (TAP) performance standards. The Master Teachers will use Cluster common planning time to review performance standards and related criteria. Coaches will schedule and conduct peer observations to encourage teacher transfer of learning into instruction at least once each semester. Before the observation, the peer evaluator will hold a pre-observation meeting. The meeting will be held collaboratively to enable teachers to share ideas and thoughts about the standards and successful strategies for integration into classroom activities. During the meeting, teachers will be instructed to complete a self evaluation using the TAP rubric to be turned in before the peer observation is conducted. The Master Teacher will meet with each teacher individually one week after the observation to discuss strengths and weaknesses and to schedule co-teaching or modeling lessons in the classroom when appropriate.

Accommodations: The master and mentor teachers play essential roles in TAP and will also spend hours mentoring or coaching teachers. *Mentors:* In addition to helping create the academic achievement plan for the school, the mentor role involves serving as a liaison between the master and career teachers to ensure all teachers are receiving the support necessary to improve their instruction and increase student achievement. By including mentors who are provided release time, the TAP model ensures that all teachers have the opportunity to be mentored. Mentor teacher release time is available for coaching mentees or evaluation and observations. *Master Teacher:* Master teacher release time is available for demonstration or model lessons, evaluation, observation of teachers, team teaching and planning cluster meetings. Mentors will be paid a stipend for their mentoring duties. Master Teachers will be paid a supplement for their additional training, assessment, and evaluation responsibilities.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Multiple observations: The Grand Prairie ISD evaluation process will be restructured to consist of multiple observations using the Teacher Advancement Program (TAP) observations conducted by the TAP Leadership Team composed of campus administrators, Mentors, and Master Teachers. Teachers will be observed three to four times each year. At least half of the classroom observations will be unannounced. In addition, to the evaluations conducted by administrators and peers, the teacher will also complete a self evaluation before each observation. Each evaluation will be used as a tool to gather evidence of instruction and give targeted evidenced-based feedback to teachers. Because evaluators will be in the classroom on multiple occasions and teacher perspectives will be recognized, there will be ongoing communication and collaboration between evaluator and teacher resulting in a productive professional relationship that is supportive and leads to improved student achievement and increased teacher growth and development.

Observation rubrics – Evaluations will be conducted using the TAP *Instruction, Designing and Planning Instruction*, and *The Learning Environment* rubrics. The member of the TAP Leadership Team will complete the rubric during walkthrough observations to document teacher performance in rigorous classroom evaluation standards, known as the *TAP Skills, Knowledge and Responsibilities Performance Standards*. This scoring rubric includes a section for each performance indicator, indicators of success within each performance standard, and scoring guides. The rubric will be shared and explained with teachers during the early stages of TAP implementation, providing them with the standards to which they will be held accountable before they are evaluated. Teachers will use the *Teacher Advancement Program Teacher Observation Form* to complete the self evaluation before each observation. Both evaluator and educator scores will be recorded on the *TAP Evaluator/Self Evaluation Report*. The administrator conducting the summative evaluation will also complete the *TAP Summative Evaluation Report* to record the results of each evaluation across time.

Persons trained and deployed to observe teachers: To ensure the rigor of observations, members of the TAP Leadership Team who will conduct the evaluations including the Principal, Assistant principal, Master and Mentor teachers must undergo training and annual certification in the use of rigorous TAP Skills, Knowledge, and Responsibilities Performance Standards. All teachers, at all stages of their careers, will be assessed on their expertise and performance in the classroom and school setting at least three times each year.

Goals of both pre- and post-observation meetings: TAP teacher evaluations produce more than a score. Before each announced visit, teachers have a "pre-conference" session with their evaluator to discuss expectations and areas of focus. During the meeting with the teacher, the member of the TAP Leadership Team conducting the observation will ask pertinent background questions about the lesson plan and the students in the class in order to provide context. All observations (announced and unannounced) will include post-conference meetings with the evaluator to discuss the findings. During the "post conference" meeting, the teacher being observed will receive written and/or oral feedback from the individual evaluator. The evaluator will share points of "reinforcement" to highlight the teacher's strengths, as well as points of "refinement" where the teacher has growth areas. Evaluators will be required to present evidence supporting the score they assigned to the teacher, further increasing the credibility, relevancy and transparency of the evaluation system.

The purpose of pre and post conferences is to provide reflection and feedback on the observed lesson to increase educator effectiveness. Teachers may bring additional evidence that supports the lesson observed to share with the evaluator at the conference. The evaluator may consider these as evidence of student learning or evidence to support the teacher's performance. Conferences with teachers before and after observations will be used to reflect on data available and will result in:

1. Identification of area(s) for future professional growth;
2. Specific resources and opportunities to assist the teacher in enhancing skills, knowledge and practice; and
3. Outcomes that will enable the teacher to increase student learning and achievement.

The TAP evaluation system data management program will automatically track scores to ensure inter-rater reliability. Multiple observations that include formal and informal observations, ongoing collaboration, and honest conversation between educators and their evaluators will provide the insight teachers need to improve teacher and student learning.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Performance Based Evaluation Process: Evaluations will be conducted by members of the TAP Leadership Team (Principal, Assistant Principal, Master and Mentor Teachers). Each teacher will earn a score based on his or her performance as compared to the standards that are set. Standards are set for the following criteria:

1. Skills, Knowledge, and Responsibilities (SKR),
2. Classroom achievement gains, and
3. School-wide achievement gains.

Skills, Knowledge, and Responsibilities (SKR) - Classroom observations will be conducted at least four times each year. To ensure the rigor of these observations, the TAP Leadership Team will use the TAP *Instruction, Designing and Planning Instruction*, and *The Learning Environment* rubrics to conduct observations. The rubric allows the evaluator to use criteria to rate teacher performance in rigorous TAP performance standards known as the *TAP Skills, Knowledge and Responsibilities Performance Standards*. When a teacher is evaluated according to the Skills, Knowledge, and Responsibilities criteria, he or she will be given an averaged performance rating for each evaluation based on the indicators in each of four domains:

1. Designing and Planning Instruction,
2. The Learning Environment,
3. Instruction, and
4. Responsibilities.

In each domain, the weight assigned to each domain will be determined by the educator's career path expectations. For example, the Career Teacher's and Mentor Teachers evaluations are heavily weighted on "Instruction", while the Master Teacher's evaluation is heavily weighted on "instruction" and "responsibilities". The evaluation values are for each career pathway are illustrated in the chart below:

Domain Weights	Career	Mentor	Master
Designing and Planning Instruction	15%	15%	15%
The Learning Environment	5%	5%	5%
Instruction	75%	60%	40%
Responsibilities	5%	20%	40%
Total	100%	100%	100%

At the end of the year, all evaluators' data will be averaged and correlated to a five point scale to produce a final Skills, Knowledge, and Responsibilities (SKR) Cumulative Score for each teacher. Teachers who meet the scores shown in the table below receive a Performance award.

	Career	Mentor	Master
SKR Cumulative Score	2.5 or higher	3.5 or higher	4 or higher

A teacher's performance is evaluated as inadequate when he or she receives an average score of below "2" on a five-point scale on the SKR Cumulative Score. If a teacher earns an average score of below "2" in the evaluation criteria, he or she will take part in the GPISD improvement plan.

Classroom Achievement Gains – Achievement gains will be evaluated annually using the STAAR scores of students that the educator instructs in his or her classroom. The district will use a software program to determine student growth and performance. The scores will be correlated to a five point scale to produce a final Classroom Achievement Gains score for each teacher. The cumulative score will count for 30% of the teacher's evaluation.

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School-wide Achievement Gains – Achievement gains will be evaluated annually using the STAAR scores of student in the campus where the teacher is employed. The district will use a software program to determine school-wide student growth and performance. The scores will be correlated to a five point scale to produce a final School-Wide Achievement Gains score for each teacher. The cumulative score will count for 20% of the teacher's evaluation.

Evaluation Rubrics: Evaluations will be conducted using the *Teacher Advancement Program Teacher Observation Form* and software program. The member of the TAP Leadership Team will complete the rubric during walkthrough observations to document teacher performance in rigorous classroom evaluation standards, known as the *TAP Skills, Knowledge and Responsibilities Performance Standards*. The scoring rubric includes a section for each performance indicator, indicators of success within each performance standard, and scoring guides. The rubric will be shared and explained with teachers during the early stages of TAP implementation and reinforced during Cluster common planning meetings, providing the educators with the standards to which they will be held accountable before they are evaluated. Teachers will use the *Teacher Advancement Program Teacher Observation Form* to complete the self evaluation before each observation. Both evaluator and educator scores will be recorded on the *TAP Evaluator/Self Evaluation Report*. The administrator conducting the summative evaluation will also complete the *TAP Summative Evaluation Report* to record the results of each observation across time. The summative form will also contain sections for Classroom Achievement Gains and School-wide Achievement gains data. The final teacher evaluation score is calculated on the report based on each type of performance on the weighted scale (SKR Cumulative Score -50%, Classroom Achievement Gains -30%, and School-wide Achievement Gains - 20%).

Multiple measures of teacher performance: The TAP Leadership Team has developed a TAP Evaluation Plan that provides the policies, measurement instruments, compensation model, and criteria for teacher evaluation. The plan has been approved by the Board of Trustees for the TAP schools in operation at this time. The document outlines the evaluation process based on standards set for the following criteria:

1. Skills, Knowledge, and Responsibilities (SKR) measure in classroom observations,
2. Classroom achievement gains measured by classroom level value added STAAR assessment scores, and
3. School-wide achievement gains measured by value-added STAAR assessment scores.

Each of the three measures is used to determine the teacher's evaluation.

Classroom Observations - 50% based on cumulative evaluation score.

1. Classroom Observations – the Skills, Knowledge, and Responsibilities (SKR) Cumulative Scores account for 50% of the teacher evaluation score,
2. Classroom Level Value Added Assessment: the STAAR classroom score accounts for 30% of the teacher's evaluation, and
3. School-wide Value Added Assessment: the STAAR district score accounts for 20% of the teacher's evaluation.

Timing of formal evaluations: The GPISD EEIP program is dedicated to improving teacher evaluation tools and processes that strengthen the leadership and evaluation skills of evaluators, provide specific feedback to help teachers improve practice, and generate targeted professional development opportunities. All formal evaluations will be conducted for an entire class period, lesson or a minimum of 30 minutes. All teachers will be observed at least twice each semester.

Persons trained and deployed to conduct formal observations: Teachers will be evaluated by members of the TAP Leadership Team (Principals, Assistant Principals, Master Teachers, and Mentor Teachers) four or more times a year in announced and unannounced classroom observations. Each member of the team will attend TAP training and annual certification in the use of rigorous TAP Skills, Knowledge, and Responsibilities Performance Standards.

Process & content of summative evaluation meetings: The summative evaluation meeting will be held to provide a summary of all evaluations, growth, and final performance ratings. Additionally, teachers will receive a summative evaluation report during the meeting. This report will include the averaged ratings for performance in the Skills, Knowledge, and Responsibilities criteria as well as classroom value-added achievement and school achievement data. The meeting will be held with the individual being evaluated before the end of the school year. However, if state test results and value-added analyses are not received before the end of the year, the summative conference will be held before school is released for summer break. Performance awards will be distributed after value-added results and evaluation scores are calculated based on the summative report.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Effective educators are the key to improved student performance. In order to maximize the impact and effectiveness of the EEIP, accommodations will be made in district professional development offerings, campus schedules, campus staff and job descriptions, compensation and salary schedules, and the evaluation process.

Ongoing Applied Professional Growth: The campus principals will restructure the school schedule to provide time during the regular school day for grade level (PK-2) and content area (grades 3-12) teachers to participate in weekly common planning meetings known as Cluster Meetings. During meetings, Master Teachers will model instructional techniques based on training and targeted instructional objectives for the upcoming week. The team will create a framework for lessons for the week. The Master Teacher will prompt educators to discuss how they will implement performance indicators from the TAP evaluation rubric during lessons. Teachers will provide explanations or examples of each component including: Lesson Structure and Pacing, Assessment, Questioning, Academic Feedback, Grouping Students, and Problem Solving. Coaching opportunities will be scheduled during Cluster meetings to meet the needs of individual teachers. Coaching opportunities will take the form of modeling particular instructional strategies, giving demonstration lessons, or co-teaching. To add accountability for implementation of strategies learned during training, the coach will conduct peer evaluations at least once each semester using a rubric. When a peer evaluation rubric identifies an "area of refinement", the Master Teacher will review and reinforce strategies to improve student performance and work with the teacher to identify additional coaching supports to improve pedagogical skills. **Accommodations:** The superintendent and principals will revise professional development calendars to accommodate EEIP professional development training and workshops during in-service and throughout the year. Training will include the addition of a 2-day summer institute for new educators in classroom management and instructional best practices to meet TAP performance indicators. The campus principals will restructure the school schedule to provide time during the regular school day or during extended hours for grade level (PK-2) and content area (grades 3-12) teachers to participate in weekly Cluster meetings. Subs will be paid through the grant to allow teachers to attend. Collaborative compensation will be used to provide funding for teachers to meet collaboratively outside of the contract day for training or common planning. The Superintendent will submit the Collaborative Compensation plan to the Board of Trustees for approval. The salary schedule will also be modified to include the compensation. The TAP Leadership Team and District Improvement Committee will meet as a collaborative team once each quarter to monitor the effectiveness of the award to improve collaboration at meetings.

Multiple Career Paths: The Educator Excellence Innovation Program will allow teachers to pursue a variety of positions throughout their careers including Career Educator, Mentor, and Master Teacher depending upon their interests, abilities, and accomplishments. As they move through their career path, their qualifications, roles, and responsibilities increase, so does their compensation. Teachers who reach the Mentor level and above will receive Additional Compensation for their added credentials, roles, and responsibilities in the improvement of teacher and student learning. The proposed EEIP allows teachers to advance without having to leave the classroom. **Accommodations:** The Project Director and Assistant Superintendent of Finance under the direction of the Superintendent will revise district and campus staffing plans to include a hierarchical Career Pathway, as well as, job descriptions to accommodate multiple career paths and associated positions developed by the team. The leaders will develop Salary Schedule to reward teachers Additional Compensation for added responsibilities and working hours. The Superintendent will submit the Additional Compensation plan to the Board of Trustees for approval. The salary schedule will also be modified to include the compensation. The TAP Leadership Team and District Improvement Committee will meet as a collaborative team once each quarter to monitor the effectiveness of the award to increase the number of teachers who advance to a higher position at meetings.

Growth and Performance Based Accountability: Teacher and student growth and performance will be used to determine evaluation ratings for TAP educators. **Teacher Growth and Performance:** Teachers will be observed in classroom instruction at several times each year by multiple observers, including administrators and Master Teachers. Pedagogy growth and performance will make up 50% of the educator's final evaluation score. At least two evaluations will be conducted each semester to determine growth and performance in the classroom. The TAP Summative Evaluation Report will be used to record the results of each evaluation to enable participants to view growth in each domain and

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performance standard over time. The matrix will include a rating guide to enable the educators to assign a performance rating of Exemplary, Proficient, or Unsatisfactory to each performance standard and a numeric score of 1-5 for each TAP evaluation. The rating guide will include calculations for assigning the appropriate weight to educator scores in pedagogical growth and performance representing 50% of the evaluation. *Student Growth and Performance:* Through the EEIP, teachers in each Grand Prairie ISD campus will have opportunity to earn Performance Supplements each year based on student growth and achievement gains at the classroom and campus levels. Classroom achievement gains will represent 30% of the evaluation, and school-wide achievement gains will represent 20% of the evaluation.

Accommodations: With guidance of an ESC consultant, the Program Director will work with district leadership and the Project Coordinator to revise the district evaluation plan to include multiple evaluations conducted by administrators, peers, and the educator. The plan will be submitted to the Board of Trustees for approval. Once the plan is approved, The TAP Leadership Team and District Improvement Committee will meet as a collaborative team once each quarter to monitor the reliability and consistency of evaluations. During meetings, they will also determine the effect of the evaluation on teacher and student learning at the campus and district level.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Rather than rely on outside experts offering one day workshops, TAP schools recruit or develop their own experts who structure professional development around: 1) the needs of students as identified through classroom assessments; 2) the needs of teachers as identified through classroom observations and student work; and 3) the needs of principals as identified through needs of teachers and students. Data from students in the school building are analyzed regularly during TAP Leadership Team meetings and weekly cluster groups to ensure that the professional development remains focused on improving student outcomes.

TAP Leadership Team (TLT) Meetings. During TLT Meetings, leaders will analyze student and teacher observation data for persistent areas of weakness across the campus. The broad needs of the school, as identified by the leadership team, will be used to inform the topics for the weekly cluster meetings. For example, in schools with weak scores on reading comprehension, the TLT will utilize or create assessments to isolate specific sub-skills of reading comprehension (e.g., making inferences). Through meetings, the TLT will monitor the research of specific student-based strategies and the combined results to plan for cluster implementation.

Cluster Groups: TAP cluster groups are focused on building teacher expertise with specific instructional strategies or tools applicable across the subject matter. Mentor and Master Teachers will use evaluation data (SKR score and value-added achievement data) accessed through CODE to analyze areas for improvement across the faculty and for an individual teacher, and address these areas of need in weekly cluster meetings. Master and Mentor Teachers will demonstrate instructional strategies and lessons used to build targeted instructional skills during the meetings. Teachers in TAP schools will be required to administer pre- and post-assessments to their students so they can measure progress towards mastering the targeted skill. These assessments are designed to focus on a specific student learning need and are aligned to the state assessment to provide teachers with predictors for how students will ultimately perform on the school's high stakes tests. At weekly meetings, Master and Mentor Teachers will work with Career Teachers to analyze student work to determine the impact of learned instructional strategies on their students' growth. Teachers will learn to use data to make instructional decisions and will revise learning activities based on the analysis.

Mentor and Master Teacher Collaboration: Master teachers will use existing research and experts within and outside the TAP network to select student learning strategies. As stated by Jerald (2009), "Importantly, the new instructional strategies introduced during cluster meetings are not just 'best practices' brought back from a conference, but rather carefully identified and adapted strategies that relate directly to the school's improvement plan." Mentor and Master Teachers will 'field-test' strategies with students in the school while systematically tracking progress in the targeted skill. This allows educators to model the strategy effectively for teachers. A Master Teacher may field-test a strategy multiple times, adjusting the instruction until it results in growth for all students. These strategies help teachers focus on how students learn and the methods teachers can use to enhance instruction.

Additional Support: All TAP teachers are provided the opportunity and resources to improve their skills and raise student achievement. This is particularly relevant for teachers who are not meeting the criteria for effectiveness. Professional development does not end with the cluster meeting. TAP teachers also receive individualized support in their classrooms. This support is based on the needs of the teacher and may vary from lesson planning to a Master or Mentor Teacher modeling the strategy in a teacher's classroom. The value of this support is magnified by the fact that the teacher receives guidance from the same master teacher throughout the year, ensuring that the master teacher, as the provider of professional development and evaluations, has had an active role in tracking the progress and needs of a specific teacher. Teachers who have demonstrated ongoing effectiveness also benefit from this individualized attention. In their case, support from expert master teachers will serve to further hone their skills in the classroom. Teachers with sustained effectiveness have the opportunity to take on expanded roles and responsibilities as Master and Mentor teachers.

Peer and Self Observations: To impact the effectiveness of Cluster common planning sessions, Master Teachers will

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act as peer evaluators to monitor implementation of curriculum and instruction in the classroom using TAP rubrics at least once each semester. Teachers will also complete the TAP self-evaluation rubric. The combined scores will be used by the educators to build on strengths and to identify weaknesses. Master Teachers will work with teachers to identify and schedule training for EEIP meetings, demonstrations of best practices, and co-teaching or modeling visits based on rubric scores.

Using professional development presented through training, collaborative meetings, and coaching activities will address student needs across grade levels and classes is expected to result in effectively implemented program activities, and an increase in teacher pedagogical skills and student achievement. Teacher instructional growth and performance will be evaluated using the TAP rubrics. Evaluations will be based on improved pedagogical skills (50%) and final student achievement gains at the campus and classroom levels (50%).

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Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The TAP System rewards teachers, principals and other personnel who demonstrate effectiveness on multiple measures - including student growth and classroom observations - with differentiated levels of bonuses. The strategic compensation plan of the Grand Prairie ISD Educator Excellence Implementation Program (EEIP) will include two types of compensation: Performance and Additional Compensation.

Structure of Performance-Based Compensation in the TAP System: Teachers earn performance-based compensation based on evaluation measures: SKR scores, classroom value added achievement scores, and school-wide value added achievement scores. The five participating campuses have established a \$2500 per teacher annual performance award fund. Performance awards will be based on the weights following:

- 50% for the average teacher evaluation score on the TAP Evaluation Summary Report,
- 30% for individual classroom achievement growth based on the percentage of students who met proficiency standards on STAAR as indicated by the Texas Academic Performance Reports
- 20% for school-wide achievement growth based on the percentage of students who met proficiency standards on STAAR as indicated by the Texas Academic Performance Reports,

In the event that the individual classroom achievement portion is not applicable due to teaching assignment, the teacher's 30% weight for classroom achievement gains will be shifted to school achievement gains or student learning objective (SLO) where applicable. This will be applicable for teachers of grades PK-2 as well as untested grade and subject areas.

Minimum performance levels have been established for each portion of the award. Minimum SKR scores are different depending on the teacher role, reflecting the different responsibilities and expectations for career, mentor, and master teachers. Career teachers must earn a minimum average score of 2.5 or higher, mentor teachers a score of 3.5 or higher and master teachers a score of 4 or higher to qualify for the SKR portion of the performance pay. Minimum achievement scores must be 3 or higher to earn either the classroom or school-wide value-added portion of performance pay. A teacher could earn a partial award for meeting minimum performance levels for one of the measures, even if he or she did not meet minimum performance levels on the other two measures. Within each measure, teachers receive a larger award as their score increases. By differentiating incentives, GPISD will ensure performance awards are of sufficient size to affect behavior.

GPISD has chosen to use multiple measures and a mixed model of individual and group incentives to achieve the behavioral changes necessary to recruit and retain effective teachers and to increase buy-in, collaboration, and collegiality in TAP schools. The individual performance incentives are based on SKR and classroom achievement scores. SKR and classroom student growth measures are an important part of measuring teacher performance. Teachers can analyze the link between their students' achievement growth and their own instructional skills, with the help of the leadership team. This helps teachers to better understand specifically how to change their own practice to increase their students' achievement. The group performance incentive is based on school-wide achievement scores. Basing a portion of the overall incentive on the school-wide value-added measure is important for two critical reasons. First, not all teachers receive individual classroom scores, and this measure gives them an opportunity to receive bonuses based on the whole school's student achievement growth. Second, school-wide performance awards promote professional collaboration, staff collegiality, and alignment of organizational resources with instructional goals. The optimal approach to incentives is to balance individual and group incentives wherever possible as it motivates high personal performance as well as positive contributions to teamwork. By using both types of performance award that provide opportunities for expanded pay and a supportive working environment, TAP schools will be able to attract effective teachers and principals. In addition, instructionally focused accountability and on-site professional development support will improve student learning and improve accountability scores.

Structure of Additional Compensation in the TAP System: The EEIP will establish career pathways for teachers to advance in their career: Career Teacher, Mentor Teacher, and Master Teacher. Movement on the pathway will be

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based on the final evaluation scores and principal recommendation. Educators will have opportunities to attend common planning, training, workshops and conferences to advance in their career pathway. In addition, supplements have been structured to match tuition for graduate level courses to accommodate educators in meeting their goals. Educators will be paid based on responsibilities, duties, and credentials at each level:

- ✓ Career Teachers – Educators in GPISD are scheduled to be placed on continuing contracts after two years of service based on “Proficient” or higher rating on the final evaluation and principal recommendation.
- ✓ Mentor Teachers - Educators who are assigned to work with other educators for the purposes of improving teacher pedagogy or student achievement have additional responsibilities. These teachers will be paid an Additional Compensation supplement each year to prepare for and perform mentoring duties. The teachers have the opportunity to move to Master Teacher level based on ratings on the final evaluation and principal recommendation.
- ✓ Master Teachers –Educators who assume extra responsibilities in working with Career Teachers will be paid Additional Compensation each year. Master teachers can move to administrative positions based on excellence in their responsibilities, ratings on the final evaluation, and principal recommendation.

Educators will receive supplements based on meeting eligibility requirements and the following schedule:

1. Performance Compensation: Teachers will be eligible to receive performance supplements in May each year based on the timeline for benchmark and assessment administration and receipt of student and campus scores. Supplements will be paid only on the first administration of the STAAR test each year. Subsequent administrations for students who did not pass the assessment during the first administration will not be eligible for a performance award. Supplements will be paid each semester through the end of the grant period with the first compensation payment in May of 2014.
2. Additional Compensation: Teachers will be eligible to receive these salary supplements in August 2014 through August 2016. These supplements will be paid monthly as part of the teacher's salary.

In addition to Performance and Additional Compensation, GPISD will implement extra-duty pay for teachers who are performing duties that are part of established objectives of the EEIP program. These payments are in the form of extra duty pay or stipend and are not considered compensation awards:

- Teachers who attend collaborative meetings, TAP trainings, or conferences outside of the contract day upon request of the Principal will receive extra-duty pay. Payment will be requested by the Principal and approved by the Project Director. Extra-duty pay will only be provided for attendance in Cluster meetings or TAP Professional Development trainings listed on the annual EEIP schedule,

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Recruiting and Hiring: Grand Prairie, Texas is a suburb of Ft. Worth. The district offers a salary structure that is comparable to other districts in the DFW metropolitan region. However, because of the poverty of the community and the diverse student population served, our district is faced with a shortage of qualified teacher applicants each year. The EEIP will enable the district to improve the recruitment, application, and hiring process:

1. **Early Retirement Stipend:** The EEIP Initiative will enable the district to offer an incentive to retiring teachers who inform the district by January 15th of their intent to retire at the end of the year. The early identification program will allow the district to recruit teachers during job fairs held in the DFW metropolitan region.
2. **Signing Bonus:** The most highly qualified teachers are hired during the early spring by large district with salary schedules that are slightly higher than GPISD. Through the EEIP, our district will offer signing bonuses to teachers who sign a contract by April 1st. The signing bonus will enable our district to level the playing field in attracting the most effective and highly qualified applicants.
3. **Employment Applications:** The District Improvement Committee is in the process of reviewing employment applications of other districts with the goal of revising the form to address the applicant's education certification program attended, prior record of success in working with diverse student populations, and attendance in professional development training. All changes to recruitment and hiring policies will be submitted to the Board of Trustees for approval and included in Human Resources policy.

GPISD would like to become a leader in school improvement by focusing on teacher effectiveness through implementation of the EEIP. The innovative project will enable our district to take Mentor and Master level teachers to job fairs to explain the Educator Excellence program and their own career advancement based on student achievement gains as well as classroom evaluations. The EEIP plan which includes five career opportunities for teachers with additional responsibilities and differentiated compensation; performance pay that rewards teachers for growth in student achievement based on a value added measure; a revised appraisal system that is linked to professional development; assignment of highly effective teachers to high-needs students; and a systematic process to evaluate and refine programs and systems to ensure results will be attractive to educators who want to be part of a school improvement program that focuses on educators as the key to success.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, Master Teaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The Educator Excellence Innovation Program provides multiple career pathways for classroom teachers. The levels and additional responsibilities, professional development, and supplements for each level are listed below.

1. **Career Teachers** – Educators in GPISD are scheduled to be placed on probationary contracts during the first two years of service, and continuing contracts on the third year of service. To help inexperienced teachers develop pedagogical skills, new teachers will attend five days of induction training before the contract period begins. The teachers will attend two days of training in the systems, policies, and responsibilities of the district and campus. New teachers will also attend one day of training in utilizing research-based practices to establish a positive and productive classroom environment. In addition, the EEIP will enable the district to provide 2 days of TAP training to introduce the program, evaluations, and awards. New teachers will be assigned a Mentor for the first year of service in the district. The Mentor, a trained educator, will work with the Mentee at least three hours each week. In addition, the district will provide Master Teachers to work with all teachers during Cluster Group meetings. The layers of support for our new teachers have been created to help them achieve personal goals as well as those of the students they teach. All teachers will attend one day of TAP training during in-service each year to determine annual academic goals for learners and teachers. The teachers will have the support of Master Teachers throughout the year to design lessons, integrate best practices into instruction, and use assessment data to guide instructional decisions. Career teachers will participate in multiple evaluations and work with evaluators to identify strengths and weaknesses. The teachers will use their strengths to improve content knowledge and instructional skills of peers through sharing ideas and successes at Cluster Group meetings. The educators will improve skills through working with the Master Teacher during meetings and coaching activities. Career teachers will have the opportunity to earn performance supplements and move to the Mentor Teacher level based on final evaluation ratings and principal recommendation.
2. **Mentor Teachers** – Through the EEIP, educators will be assigned to work with other educators for the purposes of improving teacher pedagogy and student achievement as well as conducting peer observations. Mentor teachers will attend training to become Teacher Leaders. During training, they will learn four strategies for effectively building teams and working collaboratively to meet stated campus and district goals. The teacher will be expected to work with other teachers at least three hours each week and will be provided release time to complete their assigned duties. As leaders in the campus, the Mentors will be added to the Campus Improvement Committee. This will enable the team to consider the perspective and needs of all educators when planning school improvement initiatives. Mentor teachers will be paid Additional Compensation each year and have the opportunity to earn performance supplements. These educators have the opportunity to move to Master Teacher level based on excellence in fulfilling their responsibilities, high ratings on the final evaluation, and principal recommendation.
3. **Master Teachers** – Educators who assume extra responsibilities for training and coaching other teachers as well as conducting peer observations are classified as Master Teachers. The EEIP will designate teachers to this level based on their credentials and experience. The teachers will attend Teacher Leader training as well as content-specific training during summer months. Master Teachers will also attend conferences based on targeted content areas and grade levels. These teachers will be paid Additional Compensation each year and have the opportunity to earn performance supplements. The Additional Compensation has been structured at a rate to enable Master Teachers to pay tuition for three graduate courses each year. This will be helpful to Master Teachers aspiring to earn a graduate degree and move into a leadership position. Master teachers can move to administrative positions based on excellence in their responsibilities, ratings on the final evaluation, and principal recommendation.

The innovative career pathway program will not only improve the future of teachers, but will provide a success model for our students. Through the EEIP, teachers will set personal and academic goals, perform additional responsibilities, and complete training and coursework. As teachers meet goals and are rewarded professionally, the students will learn to value education, learning, and academic excellence.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057910

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed Educator Excellence Innovation Program relies on innovative and compensation for high quality collaboration and performance. The district could not implement the practices without grant funds:

Recruiting and Hiring: Because of state budget cuts that have reduced the amount of funding available for educator salary supplements. The district could not implement the following practices necessary to recruit and hire qualified applicants without grant funds:

- (a) Pay early retirement stipend for teachers who notify GPISD of impending retirement by January 15th
- (b) Provide signing bonus for new employees who sign a contract before April 1st.
- (c) Conduct training for new teachers (2 days during the Induction program) and for Career Teachers (1 day during in-service)
- (d) Provide Mentors and Master Teachers to work with new teachers to improve content knowledge and pedagogical skills.

Student Performance: Through the EEIP, the district will align goals for student growth and achievement with strategic compensation and provide instructional support to improve student achievement, growth and postsecondary readiness. Without grant funding, the district could not implement the following practices:

- (a) Provide Performance Supplements for teachers that meet state standards of student achievement, growth, postsecondary readiness,
- (b) Employ Mentors and Master Teachers to train teachers in content knowledge and demonstrate instructional best practices, and
- (c) Schedule and implement Cluster common planning sessions.

Evaluation System: The GPISD teacher appraisal policy will be revised to include multiple appraisals and appraisers to improve the instructional skills of educators and the performance of students. Without the grant, the district would not be able to implement the following activities:

- (a) Hold training with ESC consultants and the External Evaluator to revise the evaluation system, and
- (b) Conduct training in Teacher Advancement Program observations for Peer Evaluators (Mentor and Master Teachers) and teachers,

Career Pathways: The EEIP will create pathways for educators to advance in their career as an educator. The EEIP will enable the district to implement several components that could not be accomplished without grant funds:

- (a) Provide professional development (workshops, training, conferences) for teachers to advance in their career pathway including training for Mentor and Master Teachers, and
- (c) Implement Career Supplements to base pay for educator classifications annually for teachers assigned to work with teachers to acquire new knowledge and instructional skills, educators who assume extra responsibilities and teachers who instruct in subject areas that required advanced credentials to teach.

Grant Management and Evaluation: The proposed EEIP strategic compensation plan will align teacher pay and overarching district policies, practices, and systems that directly affect classroom instruction and, ultimately, student achievement. Effective grant management and evaluation are essential to operating an effective program that realizes EEIP goals through ongoing monitoring and revision. Without grant funds, our district would not be able to effectively implement and evaluate the program including:

- (a) Contract with an External Evaluator to design the evaluation of the program including data collection, methods, progress monitoring, summative evaluation, and reporting.

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The following timeline outlines the anticipated steps necessary to fulfill the EEIP plan.

Major Project Management Activities	Proposed Begin	Proposed End Date
TAP Leadership, DEIC, Superintendent, Board of Trustees approval of EEIP plans and determine evaluation and reporting meeting dates	04/01/2014	04/11/2014
Update GPISD Salary Schedule to include EEIP Supplements	04/14/2014	0 5/01/2014
Publish Performance and Additional Compensation Plans	04/14/2014	0 5/01/2014
Update HR processes to include EEIP recruitment, and hiring policies.	04/14/2014	0 5/01/2014
Purchase software systems to analyze data for performance and compensation plans.	04/14/2014	0 5/01/2014
Contract with External Evaluator to identify data systems to collect EEIP data and implement the evaluation process.	04/14/2014	08/11/2014
Attend TAP Leadership Meetings to plan value added compensation and evaluation system	04/14/2014	06/20/2014
Revise TAP campus evaluation process and schedules to include multiple observations	04/14/2014	05/01/2014
Designate Mentor Teachers and hire Master Teachers	04/14/2014	05/01/2014
Master Teachers and Mentors attend summer CORE training	05/01/2014	0 8/20/2014
Train Administrators, Mentors, and Master Teachers to conduct Teacher Advancement Program observations	05/01/2014	0 8/20/2014
Conduct TAP Professional Development training for professional staff during summer annually	06/01/2014	08/20/2016
Conduct TAP Professional Development training for professional staff at In-service each year.	08/20/2014	09/01/2015
Share information with parents at PTO meetings and through website	04/14/2014	08/11/2014
Schedule and conduct weekly Cluster (common planning) Meetings	09/01/2014	05/26/2016
Review Performance and Additional Compensation with professional educators at Cluster Group meetings.	04/14/2014	08/11/2014
TAP Leadership Team meets to review data and set Cluster goals	09/01/2014	05/26/2016
Master and Mentor Teachers meet with teachers Cluster Group meetings to review data and make instructional decisions	05/01/2014	0 5/26/2016
Evaluate program components each semester.	12/31/2014	08/31/2016
Submit reports to TEA on time and in the format requested.	04/01/2014	08/31/2016

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There are three Teacher Advancement Program (TAP) schools in Grand Prairie ISD: Grand Prairie High School (9-12), Adams Middle School(6-8), and Daniels Math and Science Academy(PreK-5). The Principals from the existing schools have been instrumental in the design components of the proposed Educator Excellence Innovation Program (EEIP). These educators, as members of the TAP Leadership Team used the District Education Improvement Plan goals and objectives as a framework, TEA guidelines for the Educator Excellence Innovation Program, National Institute for Excellence in Teaching TAP models, and research in successful state and national efforts to restructure educator compensation policies and salary structures. Campus Principals of current and proposed TAP schools worked together to develop and prioritize needs, goals, actions, and results. Using the plan, a budget was created. The plan and compensation models were approved by District Education Improvement Committee and Campus Education Improvement Committee. The principals in the participating schools used a Powerpoint presentation developed by the National Institute for Excellence in Teaching to introduce the program to faculty. Because of the positive feedback from educators in the current TAP schools, the faculty overwhelmingly approved the program. If the grant is awarded, the model will be further developed during grant planning in the spring of 2014. Principals from current and proposed campuses will work together to learn from the past disappointments and build on the successes.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Five Grand Prairie ISD campuses will participate in the Educator Excellence Innovation Program:

- three elementary schools: Lee (grades K-5), Millam grades PK-6), and Dickinson (grades K-5), and
- two middle schools: Fannin Middle School (grades 6-8) and HOPE Academy (grades 6-8).

The elementary schools feed into Fannin Middle School and HOPE Academy.

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